

## H E CORLEY ELEMENTARY

1500 Chadford Rd.  
Irmo, SC 29063

**GRADES** PK-5 Elementary School

**ENROLLMENT** 637 Students

**PRINCIPAL** Pam Thompson 803-732-8175

**SUPERINTENDENT** Dr. Dennis O. McMahon 803-732-8000

**BOARD CHAIR** Cindy Sweigart 803-898-0096

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
24	25	2	0	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Excellent	Excellent	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	Yes
<b>2004</b>	Good	Below Average	Yes

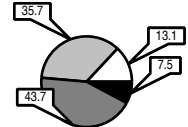
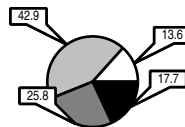
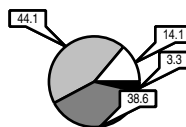
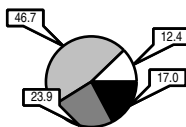
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	331	99.4	13.5	44.4	38.8	3.3	55.9	Yes	Yes
<b>Gender</b>									
Male	170	99.4	19.0	41.2	39.2	0.7	52.9		
Female	161	99.4	7.9	47.7	38.4	6.0	58.9		
<b>Racial/Ethnic Group</b>									
White	205	99.5	8.7	46.2	42.6	2.6	58.5	Yes	Yes
African-American	111	99.1	22.9	41.7	31.3	4.2	50.0	Yes	Yes
Asian/Pacific Islanders	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	283	99.7	8.5	45.3	43.0	3.1	60.9		
Disabled	48	97.9	41.3	39.1	15.2	4.3	28.3	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	331	99.4	13.5	44.4	38.8	3.3	55.9		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	329	99.4	13.5	44.2	38.9	3.3	56.1		
<b>Socio-Economic Status</b>									
Subsidized meals	93	97.9	15.4	48.7	34.6	1.3	48.7	Yes	Yes
Full-pay meals	238	100.0	12.8	42.9	40.3	4.0	58.4		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	331	100.0	12.4	46.7	23.9	17.0	56.9	Yes	Yes
<b>Gender</b>									
Male	170	100.0	13.0	42.2	29.2	15.6	61.7		
Female	161	100.0	11.8	51.3	18.4	18.4	52.0		
<b>Racial/Ethnic Group</b>									
White	205	100.0	8.7	41.8	28.1	21.4	66.3	Yes	Yes
African-American	111	100.0	20.6	56.7	15.5	7.2	37.1	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	283	100.0	8.5	46.7	26.3	18.5	61.4		
Disabled	48	100.0	34.0	46.8	10.6	8.5	31.9	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	331	100.0	12.4	46.7	23.9	17.0	56.9		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	329	100.0	12.5	46.9	23.6	17.0	56.7		
<b>Socio-Economic Status</b>									
Subsidized meals	93	100.0	18.8	47.5	18.8	15.0	48.8	Yes	Yes
Full-pay meals	238	100.0	10.2	46.5	25.7	17.7	59.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	119	100.0	8.3	32.1	56.0	3.7	59.6
	<b>Grade 4</b>	112	100.0	14.6	54.4	27.2	3.9	31.1
	<b>Grade 5</b>	118	100.0	22.0	50.5	24.8	2.8	27.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	101	99.0	12.6	33.7	47.4	6.3	53.7
	<b>Grade 4</b>	123	99.2	14.3	37.0	47.1	1.7	48.7
	<b>Grade 5</b>	108	100.0	17.8	59.8	20.6	1.9	22.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	119	100.0	11.9	52.3	27.5	8.3	35.8
	<b>Grade 4</b>	112	100.0	11.7	50.5	26.2	11.7	37.9
	<b>Grade 5</b>	118	100.0	12.8	45.0	28.4	13.8	42.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	101	100.0	14.6	55.2	24.0	6.3	30.2
	<b>Grade 4</b>	123	100.0	13.3	36.7	27.5	22.5	50.0
	<b>Grade 5</b>	108	100.0	13.1	47.7	18.7	20.6	39.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 637)</b>				
First graders who attended full-day kindergarten	83.7%	N/C	97.7%	100.0%
Retention rate	0.7%	Up from 0.5%	1.9%	2.7%
Attendance rate	97.1%	Up from 96.5%	96.7%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.1%		2.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	2.1%		2.5%	3.5%
Eligible for gifted and talented	23.3%	Up from 20.1%	24.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	3.7%	Down from 4.2%	7.0%	8.2%
Older than usual for grade	0.0%	Down from 0.3%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.9%	0.0%	0.0%
<b>Teachers (n= 52)</b>				
Teachers with advanced degrees	57.7%	Up from 53.3%	53.8%	51.4%
Continuing contract teachers	96.2%	Up from 88.3%	88.1%	87.5%
Highly qualified teachers**	94.1%	N/A	96.6%	95.0%
Teachers with emergency or provisional certificates	4.0%		0.0%	0.0%
Teachers returning from previous year	78.3%	Down from 79.6%	88.1%	86.7%
Teacher attendance rate	92.7%	Down from 94.8%	95.3%	94.9%
Average teacher salary	\$43,593	Up 4.9%	\$42,238	\$40,760
Prof. development days/teacher	10.7 days	Up from 10.6 days	10.7 days	12.4 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Up from 19.5 to 1	20.6 to 1	18.9 to 1
Prime instructional time	88.7%	Down from 90.7%	90.8%	90.0%
Dollars spent per pupil*	\$6,481	Down 4.1%	\$5,559	\$6,044
Percent of expenditures for teacher salaries*	67.8%	Down from 70.8%	67.8%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools**	92.5%		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

## Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

At H. E. Corley Elementary School, we have High Expectations for our Community of Learners. Our community includes students, their families, and the HEC staff working together in a cooperative spirit to create opportunities for our students to experience success. During the 2003/2004 school year, the following strategies were utilized toward that goal:

—Our PTO funded an after school tutoring program for qualifying second through fifth grade students.

—Class schedules were designed to provide large blocks of uninterrupted instructional time.

—Math Bridges class was taught for third through fifth grade students who scored below basic in math on the PACT or below the 25th percentile on TerraNova.

—SOAR to Success class provided instruction in reading strategies to students who scored below basic in reading/language arts on the PACT or below the 25th percentile on TerraNova.

—PACT preparation booklets, math game kits, and various assessment tools were among materials purchased to enhance student achievement.

—Teachers participated in professional development to keep abreast of best practices in education.

—Classroom and grade level sets of leveled texts were purchased by PTO and with grant money to support a balanced literacy program.

—Adult mentors from the community as well as a social worker and a guidance counselor funded through the Safe Schools/Healthy Students grant worked with students and their families to improve external factors that affect academic success.

—Student attendance and tardies were closely monitored and improved.

—Reading Recovery and literacy groups helped to assure that all first and second grade students became good readers.

Students also enjoyed various extracurricular and "just plain fun" activities that included field trips, performances, Walk Your Child to School Day, The Corley Carnival, Field Day, Pajama Day, Tacky Day, Read Across America Day, The One Hundredth Day of School Celebration, Student Council, Safety Patrol, Strings, Chorus, and various academic competitions.

Corley enjoys an extremely active and supportive PTO and a large force of parent volunteers. Students, families, and staff members all believe, "There's no place we'd rather be than HEC."

Pam Thompson, Principal

Janice Prioleau, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	39	99	81
<b>Percent satisfied with learning environment</b>	89.7%	88.8%	93.8%
<b>Percent satisfied with social and physical environment</b>	94.9%	89.9%	91.4%
<b>Percent satisfied with home-school relations</b>	94.7%	87.9%	77.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.